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ABSTRACT

This handbook provides 25 hours of training in human relations skills for transitional black women (the population of women who are underemployed, unemployed, undereducated, poor, or unaware of educational or occupational opportunities available to them). The purpose of the training is to emphasize image building and human relations skills as well as technical knowledge, in order to combat the double discrimination of sexism and racism under which transitional women labor in their search for employment and educational equity. The curriculum is designed with two basic assumptions in mind: (1) in order to be effective, human relations training must focus on dispelling dysfunctional images and reinforcing positive value systems; and (2) skills taught to these women during the workshops should also be used by those dealing with them (employers, social workers, family). The training program addresses job related problems of these women, focusing on three stages: (1) assessment of and changes in individual self-concepts and socially derived stereotypes that impede progress in achieving educational equity and occupational satisfaction; (2) presentation of concepts, information, and knowledge that aid in the removal of these impediments; (3) exploration of human relations skills and techniques that enhance success. The training method utilizes the small group counseling model and group dynamics process. The handbook includes information about publicizing, organizing, operating, and evaluating the training programs for administrators. Plans for ten sessions are given, along with evaluation instruments and a brief bibliography. (CG)

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Transitional Black Women:

Human Relations Training Program Handbook

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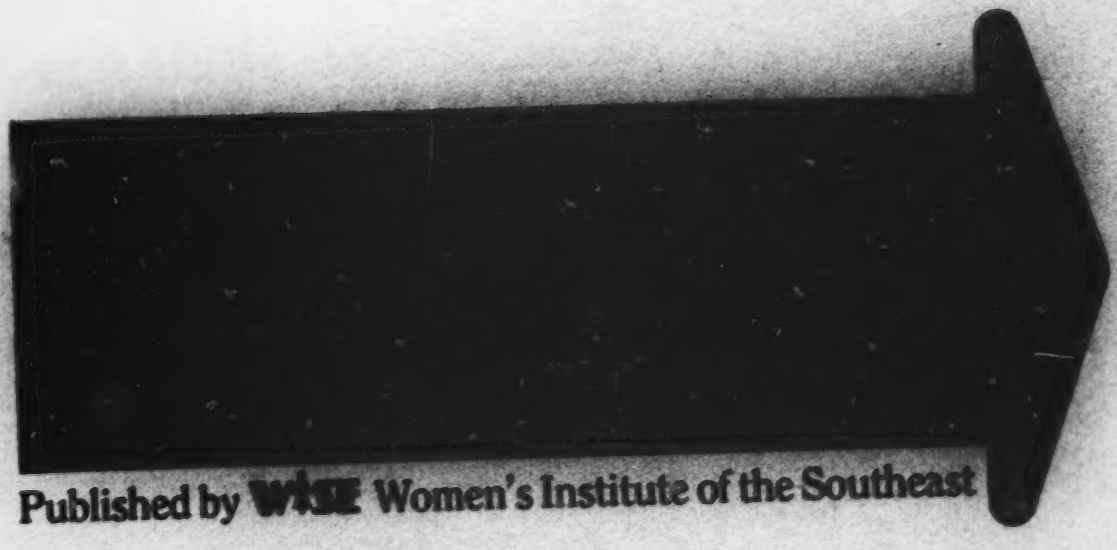

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TRANSITIONAL BLACK WOMEN'S PROJECT: HUMAN RELATIONS TRAINING HANDBOOK

Women's Institute of the Southeast
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Atlanta, Georgia

Women's Educational Equity Act Program
U.S. Department of Education
T.H. Bell, Secretary

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INTRODUCTION

This Human Relations Training handbook was designed to address the problem of dysfunctional self-images of transitional Black women. The training method utilizes the small group counseling model and group dynamics process. This handbook consists of three parts:

Section I. Information for Administration of Human Relations Training

Section II. Training Sessions and Resource Materials

Structure of Program

The training sessions use:

—small hetergeneous groups of 12 to 15 participants

—large group activity when necessary

—individual conferences

—2½ hours for 10 days

Definition of Transitional Black Women

Transitional Black women are defined as generally poor, undereducated, unemployed, or underemployed. They usually possess the following characteristics:

—less than 12 years of schooling;

—underemployed or unemployed;

—unaware of available educational or occupational opportunities;

—lack the skills necessary to take advantage of existing educational and occupational opportunities.

Rationale

This Human Relations training assumes that in their search for employment and educational equity, transitional women labor under the double discrimination of sexism and racism. Special programs emphasizing image building and human relations skills as well as technical knowledge can help transitional women combat double discrimination.

Goals

1. dispel negative and dysfunctional images generally possessed by transitional Black women;
2. enable the women to analyze and respond to adverse conditions, whether encountered in the community, family, or work place; and
3. assist the women in establishing careers compatible with their interests and optimum potential.

General Objectives

1. assess individual self-concepts
2. observe change in individual self-concepts
3. develop an understanding of derived stereotypes that impede progress in achieving educational equity and occupational satisfaction
4. present concepts, information, and knowledge that aid in the removal of the above impediments
5. explore human relations skills that enhance success

Concepts of Curriculum

The curriculum for Human Relations Training evolves from two basic assumptions:

—that in order to be effective, human relations training must focus on dispelling dysfunctional images and reinforcing positive value systems; and

—that the skills taught during training are those needed not only by transitional women but also by employers, social workers, and family members with whom the women have the kind of contact that contributes to their self-images.

This training program addresses job related problems of transitional Black women. Specifically, it focuses on three stages:

1. assessment of and changes in individual self-concepts and socially derived stereotypes that impede progress in achieving educational equity and occupational satisfaction
2. presentation of concepts, information, and knowledge that aid in the removal of these impediments
3. exploration of human relations skills and techniques that enhance success

SECTION ONE:

INFORMATION FOR ADMINISTRATION OF HUMAN RELATIONS TRAINING SESSIONS

SECTION ONE

INFORMATION FOR ADMINISTRATION OF HUMAN RELATIONS TRAINING SESSIONS

This section contains information for the person who will serve as the training administrator. Within this section, the administrator will find information concerning publicizing, organizing, operating, and evaluating the training program.

Program Objectives

The Human Relations Training Program objectives are designed to:

1. help the participant develop a better self-image and more self-confidence
2. build the rapport between participants, staff, and training program consultants necessary for completion of the training cycle
3. dispel participants' dysfunctional images of themselves and employers' and society's images of transitional women in general and of program participants in particular
4. introduce participants to a range of traditional and nontraditional jobs to which they can aspire
5. help participants identify and improve human relations skills necessary for job performance (e.g.), nontechnical skills such as communications, decisionmaking, problem solving, identification of role and role conflicts
6. initiate dialogue concerning mutual expectations and grievances between participants as potential employees and their prospective employers
7. motivate participants to enroll and complete all program components offered to transitional Black women through local programs.

Participant Selection

Ideally, the pool of potential participants may come from one primary source, such as the U.S. Department of Labor. However, when the case arises that the women cannot be recommended by one source, then cooperation from various city, state or regional agencies such as church groups, governmental agencies and community organizations can be sought.

When agencies recommend potential participants, send letters explaining the nature of the program and extend an invitation to them to participate. When the candidates respond (by letter, phone or in person), make appointments and conduct extensive interviews with each woman. On the basis of the interview, staff should carefully select the participants. The administrator and trainers should be involved in the interview process.

Participant Initiation

Invite participants to a pre-planning session with trainers and staff in order to review the nature of the program and to establish a time schedule sensitive to each participant's situation. At least a week before the scheduled beginning of the program, send each participant a letter confirming the date that the program is to begin and include directions for reaching the site.

Training Methodology

The use of small groups and the group dynamics process is well documented in the literature of human relations and social change. Murray Horowitz in "The Conceptual Status of Group Dynamics" (1961) reviews the history of the face-to-face group, describes its internal structure, and discusses its utilization in change programs. Kenneth Benne in a much simpler paper prepared for training purposes at the Boston University Human Relations Laboratory discusses "The Small Group as a Medium of Re-education." He views the group as a medium of individual changes as well as an agent of social change. Principles involved in the utilization of a group as a medium of re-education (for removing stereotypes, changing self-concepts, etc.) are as follows:

- —the principle of involvement and mutual support
- —the principle of joint planning
- —the principle of permissiveness
- —the principle of contrasts (perception and acceptance of alternatives to present practice and
- —the principle of feedback (common and individual reactions of trainer and other group members to one another's ideas, values, behavior, feelings as explored in the group).

Group Structure in the Training Program

Following the group dynamics model, small heterogeneous face-to-face groups of 12 to 15 participants, led by an experienced human relations trainer, form the basic structure for self-assessment and change. For ease in identification, assign each group a group number. Assign participants to groups on the basis of age, education level, work experience, and other pertinent factors. This selection process enables participants to utilize one another's diverse experiences for learning and mutual support, and adjust to many variables which may be encountered in a job situation. Since successful learning and change in groups depend upon rapport and height-

ened sensitivity, membership in one group should be permanent throughout the training period.

Use the large group format composed of all small groups meeting simultaneously for presentation of concepts, information, and knowledge not dependent upon a large degree of rapport. Movies, charts, and other visual aids covering race and sex stereotyping, job opportunities, community resources and related topics also should be presented in the large group. When employers, social workers, career counselors, role models, and program staff members serve as presenters, the large group is the most appropriate format. Large group activities spark discussions that can be continued in the small group sessions. Furthermore, this format provides variety to the program and helps to develop a sense of community. Thus, both large and small group activities support and reinforce one another in the achievement of purpose.

Program Structure

The program is designed for 10 sessions of 2½ hours each, making a total of 25 hours. Because of the necessity for building rapport and a supportive climate in which participants feel free to assess themselves and others, daily sessions are recommended for productive activity. Daily sessions also prepare participants for becoming involved in a daily job. Alternate activity between small and large group formats as needed, with individual conference time built in or scheduled outside of the 25 hours, (i.e., before the sessions began or after they end).

Pre-planning with both participants and staff is essential for setting the time schedule, and for developing program content and activities to meet participant's needs. Early contact with participants before the actual beginning of the program also establishes a point of reference and gives the participants experiences in making decisions. These experiences can be developed as one of the topics discussed in the group sessions.

Program Evaluation

Evaluation is a continuous process in which participants, trainers, and an external evaluator participate. Instruments for participants' evaluation include: pre- and post-program attitude assessment tests; a notebook or log for participants to keep a daily account of each activity with explanations of its usefulness in meeting personal needs; a mid- and end-of-session evaluation questionnaire which requires participants to rate activities and provides an opportunity to register general criticisms and record comments; personal interviews conducted by staff members; orally expressed assessments at the final large group session; follow-up interviews; and voluntary, unsolicited oral and unwritten expressions of appreciation from participants.

Trainers make daily notes on the Trainers Daily Report form. This should include information reflecting attendance, material covered, progress made by the group, problems encountered, and personal comments. A meeting of the director and trainers should be held 30 minutes prior to and 30 minutes after each daily session to assess participants' progress and needs and to plan for the next session. Each trainer submits a written program evaluation at the end of the ten sessions.

An external evaluator makes site visits; interviews participants; and reviews attitude assessment tests, evaluation questionnaires, trainers' daily reports, written evaluations, and other documentary materials. The evaluator submits a final evaluation report and makes recommendations for future training program planning.

SECTION TWO:

TRAINING SESSIONS AND RESOURCE MATERIALS

Session One

ORIENTATION:
Building Group Solidarity and Assessing Group Needs

Session One

ORIENTATION

Registration

1:00 - 2:30	Large Group	Check off names Give out name tags Welcome and Orientation Overview of Program Housekeeping Details Get acquainted—Introduce one another Assesment Overview of Human Relations Program Introductory Statement Pass Out Folders
2:30 - 3:30	Small Group	Discussion of Assessment or Other Parts of Program or Needs Assessment

Orientation: Building Group Solidarity and Assessing Group Needs

Objectives

Introduce participants and staff

Explain the nature and purpose of the Human Relations Program

Assess values and attitudes of participants

Establish an informal style conducive to building rapport

Assess needs and expectations of participants

Explore the use of small groups as a medium of re-education change

Activity

Use this initial session with the women for registering and orienting them. List on a roster names and addresses of the participants and provide them with tags. Trainers and staff set the example by wearing tags bearing first names only. The informality of this practice reduces the distance between individuals and sets the tone for the training as a mutual venture rather than as a student teacher relationship.

Have the program administrator welcome the participants and introduce members of the staff. The program administrator's interaction with participants can give them a sense of importance and a feeling of being part of a larger program. As a first step in getting acquainted and working together, pair participants off and ask them to introduce themselves to one another after a brief "buzz" period to elicit information.

Administer the pre-program attitude assessment during this session. This assessment elicits information concerning participant's attitudes and values. The information resulting from this assessment functions as a guide for planning subsequent sessions. In order to avoid contaminating the participants responses to the assessment, make introductory statements to the group after the assessment instrument has been completed.

Have introductory statement focus on the objectives of the Human Relations Training program, and the methodology to be used during the sessions. Because of the number of sessions involved in this training component, participants should be asked to compare their attendance at the sessions to attendance on a job. Provide them with guidelines regarding behavior, prompt arrival, style of dress, attention and participation, during the training sessions. Distribute folders containing a welcoming letter, group assignment lists, an outline of sessions, and paper and pens.

One of the significant goals of the initial meeting is to emphasize the importance of the small group as a tool for learning. After a lecture based upon "The Small Group as a Medium of Re-education," Benne, 19 participants and staff should move immediately into small group sessions for demonstration purposes as well as for more intimate interaction among participants.

The small groups contain from 12 to 15 participants, and the membership of each group remains constant throughout the program. Permanent assignment allows rapport to be established between trainer and participant and among participants themselves, and provides group continuity throughout the program activities.

During the first small group session, involve the group in self-disclosure and group identity as initial themes. The goal of this session is to encourage each participant self exploration and, at the same time, initiate a sense of group identity. Encourage participants to discuss their expectations of the program as well as to share personal background information, particularly as it relates to any work experience they may have had. Encourage participants who feel comfortable enough to contribute to the discussion. Participants who hesitate to contribute to the discussion should be allowed to observe the interaction of other group members.

Welcoming Letter

(Date)

Hello!

Welcome to the Human Relations Program. This is the first part of a series of training programs conducted by the Women's Institute of the Southeast under the Women's Educational Equity Act Program. These sessions which will be held every weekday from 1:00 to 3:30 p.m., June 15 through June 26, are designed to help us look at ourselves in relationship to our family, community, and job situation. Under the leadership of human relations trainers, we will explore our problems, share suggested solutions, learn useful information and help one another to develop the kind of attitudes that will help improve our situation.

Since one of the main purposes of the program is to aid in the preparation for getting and holding more satisfactory employment, we will begin immediately to practice behaviors necessary for job success by treating this program as a job situation.

1. Participants are expected to attend every day.
2. Participants should report to the designated meeting places at *least five minutes* before time to begin the sessions. Please be on time.
3. Participants are expected to take part in the discussions and perform other learning tasks as directed.
4. Each participant is requested to keep a daily log or diary in which she writes what she has learned that day and explains how it can be applied to her situation.
5. All participants are expected to keep a scrapbook of newspaper and magazine articles pertaining to subjects which are being discussed in the classes. The clippings may be placed in the notebook or they may be kept in a separate folder.

At the end of the sessions, each participant should have (1) a diary recording what happened and how she reacted to it; (2) a collection of pertinent clippings to which she can refer later; and (3) useful reading materials which will help her as she continues in the program and which will reference materials when the program is over.

Problems concerning matters other than classes (such as transportation problems, child care, stipends, etc.) can be handled fully by the Director and staff of the program.

Again, we welcome you as participants in the Transitional Black Women's Program of the Women's Institute of the Southeast.

Human Relations Training Attitude Assessment

Name _____ Date _____

Part A.

Instructions: Indicate by circling the number below each statement whether you agree fully, agree somewhat, disagree somewhat or disagree fully with the items listed below.

Agree fully	Agree somewhat	Disagree somewhat	Disagree fully
1	2	3	4

EXAMPLE You should always speak to people you pass on the street.

1 2 3 4

1. How a person treats others results from experiences and cannot be changed.
   1 2 3 4
2. One who has not finished high school cannot be a leader.
   1 2 3 4
3. Once a decision has been made, to change it is a sign of weakness.
   1 2 3 4
4. Changing one's behavior to fit in with the desires of others is always a sign of weakness.
   1 2 3 4
5. I do not have much of a chance for success because my parents were uneducated.
   1 2 3 4
6. You get ahead in life depending upon whom you know.
   1 2 3 4
7. Good job opportunities are not available to me because I am a woman.
   1 2 3 4
8. Mothers of children under 12 years should not work because they are needed at home.
   1 2 3 4
9. Women do not make good managers because they change their minds too frequently.
   1 2 3 4
10. Women do not make good workers because they are often absent due to illness.
    1 2 3 4
11. The thing to do when you are unhappy in a situation, job or relationship is to get out of it immediately.
    1 2 3 4
12. I do not like to associate with people who are different from me because it is too difficult to understand them.
    1 2 3 4
13. Only women with a college degree can get well paying, interesting jobs.
    1 2 3 4
14. I do not have a communications problem because I tell people what I think.
    1 2 3 4

15. I feel uncomfortable working in a situation where most of the other workers are males.
    1 2 3 4

16. My troubles on the job occur because I am a woman.
    1 2 3 4

17. Male supervisors are usually easier to work for than female supervisors.
    1 2 3 4

18. I would feel uncomfortable being a supervisor of men.
    1 2 3 4

19. When a supervisor and an employee disagree, the employee must give in or leave or be fired.
    1 2 3 4

20. Women's jobs and men's jobs should be clearly distinguished.
    1 2 3 4

21. I would not like to work on a job that is usually done by a man.
    1 2 3 4

22. I do not like to see men working in jobs generally filled by women.
    1 2 3 4

23. When a supervisor asks you to perform duties which you do not consider part of your job, it is time to confront the supervisor and leave.
    1 2 3 4

24. A woman who seeks a job generally held by a man is taking that job away from a man and causing difficulties for men.
    1 2 3 4

25. I sometimes have difficulties on the job because I do not understand what I am supposed to do.
    1 2 3 4

26. I sometimes have trouble keeping a job because the supervisor is not clear as to what my duties are.
    1 2 3 4

27. I feel that I can get along with most people whether or not I like them.
    1 2 3 4

28. I do not have a communications problem because I tell people how I feel.
    1 2 3 4

Part B

INSTRUCTIONS: Complete the following statements:

29. I could perform better on the job if I had _____

_____

_____

30. I could perform better on the job if I knew _____

_____

_____

31. I could move up faster on the job if I were _____

_____

_____

Session Two

Developing Self Awareness, Examining Value Systems & Defining Stereotypes

Session Two

Developing Self Awareness, Examining Value Systems & Defining Stereotypes

Session II

1:00 - 3:30 Small Group

A. Awareness

In your relations with other people or groups, what do you consider your two most outstanding strengths? Two weaknesses? How do you use your strengths? What can you do about your weaknesses?

B. Value System

Whom would you take into a bomb shelter if you could select only 3 persons from the following? Why?
(a) Minister; (b) police person; (c) pregnant woman; (d) artist; (e) banker; (f) military person; (g) employer

Stereotyping: Exercise which matches job to sex and race.

Developing Self-Awareness, Examining Value Systems, and Defining Stereotypes

Objectives

Develop awareness of personal strengths and weaknesses

Explore personal value systems

Examine stereotyping

Build rapport and group support for self-expression

Activity

This session requires the small group format which is used primarily to sustain whatever level of group security and identity that was achieved during the first session.

At the start of the session, the trainer should open with a close examination of self-awareness by raising relevant questions such as, what participants considered their two most outstanding strengths and their two biggest weaknesses. Led by trainers, the women discuss their answers to the questions and their efforts to overcome these weaknesses as well. Solicit verbal responses and encourage even those who hesitate to participate in the discussion by directing specific questions to them.

To address the concept of a value system, trainers introduce the bombshelter exercise. In this exercise, participants select three individuals they would take into a bomb shelter with them from the following list: minister, police officer, pregnant woman, artist, banker, military person, employer. Participants discuss the qualities of the people they selected which made them more important than those they did not choose. Using the women's answers as examples, the trainers point out examples of how the past experiences of Black transitional women influenced their choices and how those choices relate to a value system. Trainers ask each woman to list mentally the important values in their lives. Discuss how the differences in each person's list would cause them to be very different individuals, and which items would demonstrate that in some ways they were all similar.

The next portion of the session concerns stereotyping, using an exercise which involves matching jobs to race and sex of a person most likely to be hired for that position. Participants match the following information:

Nurse	
Banker	
Airline Pilot	
Housekeeper	
Cook	(a) Black man
Trucker	
Physician	(b) White man
Dentist	
Elementary School Teacher	
Carpenter	(c) Black woman
Engineer	
Butler	(d) White woman
Mechanic	
Telephone Operator	
Telephone Repair Service	
Heavy Construction	
Nurse's Aide	
Teacher's Aide	
Hospital Manager	
Manager of Fast Food Store	

Have each woman write their responses to this exercise. During the discussion, compile answers on a flip chart for display to the group. Participants identify their own tendency to respond to the task with stereotypical solutions.

Variation in Response to Session

In the model training program:

1. some group members learned that stereotyping was a new word for a familiar practice;
2. trainers observed that during this session the group began to form a more cohesive unit, participants began talking to each other rather than only to the trainer and expressions of disagreement between group members became the norm as each asserted their own opinions
3. one trainer aided this development by introducing Virginia Satir's "What People Bring to Groups" as a means of creating group appreciation for the contributions for all its members. In explaining the impact that experience has on perceptions and expectations she pointed out that every individual has something different and valuable to share with every other member of the group.

Session Three

Understanding Factors that Impede Women's Career Development

Session Three

Understanding Factors that Impede Women's Career Development

1:00 - 2:45	Large Group	Stereotyping from an Historical Perspective Film: "The Fable of He and She" (11 minutes), or "Sex Development" (23 minutes) Health Care for Mother and Child Role Model: Black female physician Lecture: Health and the Working Woman

Session Three

Understanding Factors That Impede Women's Career Development

Objectives:

Continue to explain the concept of stereotyping

Examine the stereotype that women are excluded from certain occupations for reasons of health

Introduce the concept of role conflict (Mother vs. Worker) as an impediment to career development

Give information on health problems and health resources

Introduce the role model as a learning device

Activity:

Conduct this session in a large group setting with the consideration that the lectures, films, and presentations used to introduce new concepts best fit this format. In addition, the variety of reaction and opinion to the presentation possible in the large group session helps sustain participant's interest in this session.

Discussion on the concept of stereotyping continues in this session by showing a film entitled, "The Fable of He and She". This film traces the historical development of men's and women's roles using cartoon drawings.

In the model program, this film assisted the participants in understanding the origins of sex role stereotyping despite the fact that it did not speak directly to the present day problems of transitional Black women.

Discuss health as one of the many stereotypes used to prevent women's entry into nontraditional jobs. The lecture on Black women's health issues should be delivered by a person who is knowledgeable of health problems facing Black women. This person not only discusses important information, but serves as a role model for the women as well. To introduce the subject of Black women's health issues, the lecture session should begin with general discussion on the women's perception of health problems affecting them. The lecturer then should list on a display chart, the leading causes of death among Black women.

Continue the lecture by listing conditions suffered by Black women and by identifying the effects of those conditions upon women and their families. The lecturer should note that among those conditions, the incidence of hypertension, alcoholism, diabetes and obesity are increasingly prevelant in the Black community. (Diseases ranked as the leading causes of death among Black women—heart disease, stroke, and diseases of the central nervous system—may develop as a result of those conditions.) Discuss also that many of these conditions are tied to the effects of stress, and economic conditions i.e. diet, lack of exercise, malnutrition, limited access to health care, as well as from stress related to the demands of single parenting with few support systems.

Focus the final portion of the lecture upon the means for prevention of diseases through readjustment of lifestyles and attitudes. Health impacts upon effectiveness in the workplace and in order to become fulfilled in the search for career success, preventive health care is vitally important.

Variation in Response to the Session

In the model participants were:

1. surprised that there were significant differences in the causes of death among those groups, and to find that homicide ranked high as a cause of death, especially among Black women;
2. especially interested to discuss childhood diseases and prevention and to learn how to care for their children when they are ill. The women focused on the role conflict they feel when their children are ill.

1. Lecture: Health and the Working Woman

I. Introduction
II. Definition of Health
III. Indicators of Health
  A. Life Expectancy (68.3 years)
  B. Morality
  C. Morbidity
  D. Risk Factors
  E. Mental/Emotional Factors
IV. Disease or Cause of Death Among Black Women
  A. Accidents
  B. Cancer (All types)
  C. Homocide
  D. Suicide
  E. Strokes
  F. Diseases of the Heart
  G. Renal Failure
  H. Cirrhosis of the Liver
  I. Pneumonia and Influenza
V. Chronic Diseases Affecting Black Women*
  A. Hypertension
  B. Diabetes
  C. Dental and Gum Disease

D. Alcoholism
E. Mental Illness
F. Obstetrical and Gynecological
G. Skin Rashes
H. Drug Dependence

VI. Risk Factors
A. Age
B. Diet
C. Stress
D. Obesity
E. Depression
F. Pregnancies
G. Perception of Self

VII. Affects of Mental Health on Employment of Black Women
A. Job Satisfaction
B. Getting and Keeping a Job
C. Pregnancy and the Job
D. Alcohol
E. Drugs

VIII. Prevention
A. Lifestyle
B. Biology
C. Environment

IX. Summary and Conclusions

Session Four

Role, Role Conflict, And Communication

Session Four

Role, Role Conflict, And Communication

1:00 - 3:30 — Small Group

A. Short explanations of Role and Role Conflict
   1. Exercise illustrating stereotyping and misunderstanding

      Discussion based upon hand-out on Role Conflict
   2. Role perception and or expectation as source of conflict

      Role reversal as means of sensitizing individuals to different role perceptions

B. Communication problems as a source of conflict

   Exercises:
   1. One-Way, Two-Way Communication
   2. Rumor Clinic
   3. Listening Exercise

Session Four

Role, Role Conflict, and Communication

Objectives:

Present the concept of role

Explore conflict as a barrier to career success

Emphasize the importance of clear communication in human relationships

Activity

This session's activity takes place entirely in the small groups. The trainer gives a short explanation of role based on the handout "Role and Role Conflict." To illustrate role conflict, put signs up around the room which indicates various roles that participants may occupy including mother, wife, worker, girl friend, Black woman, community worker, artist. Ask participants to stand under the label with which they feel most strongly identified. Discuss the reasons participants made their choices. Next, ask participants to make a second choice and discuss why they made these second choices.

Distribute and discuss the handout "Role and Role Conflict" after the participants have made and discussed their second choice. This handout introduces the concepts of self-conflict and role conflict, conflict of role perceptions or expectations, and multiple role conflict.

Emphasis should be placed on understanding and distinguishing role conflict as opposed to individual shortcomings as a source of job tension. In addition, the technique of role reversal is useful for personalizing this understanding and assists the transitional women in their efforts to resolve role conflict and minimize its effect on their job performance.

To introduce the importance of communication as a means for eliminating role conflict the trainer should become familiar with the paper "Problems of Communication." The participants need to be aware of the following factors:

1. importance of careful listening as an aid to good communication;
2. importance of listening and asking questions;
3. dangers of listening to rumors instead of finding out the truth about a situation;
4. differences of each person's personal experiences that may affect both non-verbal and verbal interaction with others; and
5. role of feedback in receiving clear messages in communication (asking questions to clarify information).

Use communication exercises such as "Rumor Clinic, One-Way-Two-Way Communication" to emphasize the concepts listed above. Copies of these exercises are included on the following pages.

Role and Role Conflict

During a life time, all of us have many different kinds of tasks to complete and duties to perform. We are wives, sweethearts and mothers; daughters and sisters; cousins and aunts. We are doctors, lawyers, secretaries, clerks, maids, and receptionists. Sometimes we are two or three of these at the same time. In each of these capacities we are expected to perform certain "duties" or tasks and to behave in certain ways. Those kinds of behaviors come to be associated with a given position which is also called a role.

For example, we expect certain kinds of behavior from a mother. She is expected to look after the children, prepare the meals, care for the household, and, in general, concern herself with the physical comfort of the family. When she does not behave in this manner, we say she is not a good mother because she is not fulfilling her role. Likewise, on the professional level, we expect certain kinds of behaviors from the minister, teacher, secretary, supervisor, nurse, or doctor. These behaviors are expected of the role or position, regardless of who occupies it.

Most of the time, a woman finds it not too difficult to do what is expected of her in a given situation. Sometimes, however, because of her basic personality, because she is endeavoring to fill contradicting positions, or for other reasons, she cannot successfully live up to the expectations. She suffers from what we call *role conflict*. The resulting disharmony affects the smooth functioning of the organization, family, church, school, or business of which the role forms a part. Often when we are unaware of the concepts of role expectations and role conflicts, we attribute this disharmony to the personal characteristics of the individual involved, thereby making a bad situation worse. The person occupying the position may blame herself, also, or she may blame her co-workers.

An understanding of role conflict enables us to look for the causes of friction in the situation role rather than in the person. Let us examine several different kinds of role conflict.

Case A. A shy young woman has been hired as a receptionist in a doctor's office. She must answer the phone, make appointments for ill persons who are often short-tempered, greet patients as they come to the office, soothe them while they wait for the doctor, and listen calmly when patients complain about their bill. This woman is withdrawn and uncomfortable and she finds it very difficult to smile and be cheerful. *We call this self-conflict and role conflict.*

Frequently, a person experiencing role conflict is inclined to blame herself for the existence of the conflict; or she may exempt herself from blame and blame some of the others who are imposing the conflict upon her. The supervisor, feeling the contrary demands from her boss, her subordinates, and her peers, may blame herself for indecision and uncertainty; or she may blame one or another of the persons or groups who are projecting contradictory demands upon her. She may blame her boss for being unreasonable, her subordinates for being irresponsible or disloyal, or her peers for being unsympathetic and nonsupporting. The first road to any rational solution to her conflict is for her to give up the notion of blame and to assess the situation with some objectivity in terms of what she, her boss, her peers, and her subordinates are contributing to it. She cannot be rational; she must be subjective and realistic about what she can do to reduce the conflict. How can persons under stress learn to detach themselves sufficiently from the situation to assess it, to discover the possibilities for change? This is primary learning for any person in the middle of conflicting expectations.

If a woman finds that the role requirements pressing on her cannot be changed, and that there is a continuing clash between herself and the role requirements of her position, she must decide whether she can and wants to change herself to fit the role requirements or whether she is not fitted for the role. Accepting one's limitations is a part of wisdom if a person cannot by herself modify the situation in which she must function.

If a woman feels caught in the middle between conflicting sets of expectations, she must, first of all, learn to admit the conflict to be real rather than to deny it. Then she must assess ways in which she can change one or another of the sets of expectations that are pulling her apart in order to relieve the tension. One temptation is to see that only subordinates, rather than the boss or peers, need to change. This is not always either a realistic or a valid assumption. A supervisor cannot assume that her boss is unchangeable until she has made some realistic attempt to induce her or him to change.

Case B. A teacher finds that one group of parents expects her to be drill-master. Another group wants her to be a substitute parent, fellow colleagues expect her to be "child-centered," her supervisor expects something else, and so on, with perhaps other important groups having conflicting expectations. This situation presents a *conflict of perceptions of expectations of the role*.

Case C. The role of a career woman is a complicated one. But in addition, the career woman occupies roles in other social systems. She may be a wife and a mother, a volunteer worker in community affairs, an active church club member, the president of the PTA, and a faithful daughter of aging parents. Often these roles are in conflict with one another or, at least one infringes upon another. A sick child needs a mother at home, but the boss is expecting a report to be finished before noon. A visit to aging parents in a distant city, or right around the block, consumes time that should be devoted to another activity. The husband is bringing his boss to dinner the same night as his wife's in-service training. What to do? What to leave off? What is most important? Job promotions for the career woman often entail more responsibilities and increased role conflict. *This is a problem of multiple-role conflict.*

Case D. Often, individuals advance up through a series of positions that require different patterns of interrelationships. A teacher who becomes principal of a school often has ties and relationships with her former colleagues. Frequently, these relationships make effective job performance difficult. A worker who advances to the position of supervisor may have difficulties relating to workers with whom she formerly had any friendly relations. *These are examples of transitional role conflicts.*

Once we become aware of the existence of role conflict, we are better prepared to cope with its consequences. We do not need to blame ourselves or others for the problem that role conflict causes.

In order to reduce role conflict, we must know both ourselves and the requirements of our job and be willing to make adjustments to fulfill each role as required. One way to make that adjustment would be to order our priorities with respect to our many roles. If the role of "mother" is more important than that of "worker," we need to seek the kind of employment that would permit us to adjust our schedule to accommodate the needs of the children. We should plan ahead for the care of the children, but not feel guilty when special circumstances cause us to meet the demands of the children rather than those of the job.

If we are too shy and retiring to face the public, we should not seek employment which requires constant public contact. On the other hand, if we are very aggressive and resent close supervision, we should seek jobs that allow a relative amount of unsupervised activity and which offer an opportunity for promotion.

In order for any of us to avoid role conflict we must first recognize the instances of role conflict and be flexible when seeking a solution.

Problems of Communication

"My, you look so nice today," says Mrs. W. to Miss Y and goes merrily along her way secure in the knowledge that she has made Miss Y happy with a compliment. Miss Y, on the contrary, is suddenly sad and insecure—not happy at all. What she heard from Mrs. W was not a compliment, but rather a criticism of the way she looked. "Today you look so

nice" to her implied that she usually looked bad. Instead of cementing a friendship as she had intended, Mrs. W. had made an enemy!

How do such things happen? Why is it that what seems to be a simple statement to the sender can often mean something entirely different to the listener? Or again, why does one listener hear one message and a second listener often hear something entirely different? A clear matter of fact statement that "the meeting will begin at six o'clock" means to some listeners that the meeting will be opened at six o'clock, to others that members should be in the building at six, and to still others that the meeting will get started between six and six-thirty. What causes such blocks in communication?

Let us begin to answer by defining the word communication itself. Communication, as used here, denotes the process of sending and receiving a message—the process by which one person conveys to another a message which is understood by the receiver. Most of our communication is of the oral, face to face kind in which we speak directly to another person or group of persons. Effective communication requires a good listener. Let us explore some of the factors that affect communication both from the point of view of the sender (speaker) and of the receiver (listener).

Sometimes *words* used by the sender *do not have the same meaning* for the receiver. "Old age" to a person of forty years is any period past seventy; "old age" to the teenager is any period past twenty-five. "To dig" means to excavate, but it may also mean to understand on the feeling level. A "small sum of money" may mean ten dollars to the speaker and ten cents to his listeners. Words have different meanings for different people. A good sender must be aware of these differences.

Again, a sender *may transmit what he really does not intend* to transmit. He may by tone, inflection, or gesture transmit a feeling he intended to hide or did not even know existed in himself. Mrs. W. really might have been thinking that it was unusual for Miss Y to look nice. She did not mean to convey this attitude to Miss Y, but she did so in spite of herself. Remember the person of good intentions who betrays his prejudice thereby offending his minority group listeners by saying "why, my Negro nanny was one of the nicest people I know." The listener hears not only the bid for friendship but also the expression of prejudice which the speaker did not mean to convey. The listener is so affected by that statement that he evaluates everything else the speaker says as having a hidden meaning.

Another factor which frequently distorts communication is *stereotyping*. In this case, the listener often has a definite idea of what the speaker should say because of his occupation, position, age, etc. The congregation (hearer) expects the minister to preach against drinking. It often hears condemnation of this practice in messages not intended for this purpose at all. In other words, the congregation hears what it expects to hear.

The listener also brings his own experiences to communication and interprets what he hears in light of these experiences. A person who has been often rejected hears rejection when it is not intended.

Preoccupation on the part of the listener must not be over-looked as a course of misunderstanding. Often he is busy planning what he is going to say as soon as the speaker finishes, or he may be mentally busy with a problem which has nothing to do with the present meeting. Every minister knows what "mind wandering" by members of the congregation can do to a carefully prepared sermon!

What is the remedy? How can blocks to communication be removed? One way to better understanding between sender and receiver is through "feedback." This is a method by which the receiver repeats to the sender what he thinks he hears and asks questions unclear issues of communication. In face to face groups, "feedback" usually is natural and spontaneous. Two-way communication between group members usually is easy and effective. In a more formal setting, the audience usually has little opportunity to ask questions of the speaker or test their understanding of his message. A minister who really wishes to know how well his sermon was understood needs some method of feedback; two-way communication is essential for clear understanding.

Often, the lack of two-way communication prevents the smooth and efficient operation of an institution or organization. This fact is true especially in a hierarchial organization where orders, rules, and regulations are sent down from the top through several intervening layers to the person or persons at the bottom. Any attempt at clarification must "go through channels" to the top and back down "through channels" again to the questioner. By the time the message has traveled both ways, it has been interpreted and reinterpreted at various levels. And, when the message finally has reached the listener, confusion has been compounded and frustration increased. More direct lines of communication may be the solution to many institutional and organizational problems.

One Way—Two Way Communication

1. Trainer has a drawn figure on a piece of paper which he or she does not let participants see
2. Trainer describes the figure to participants orally—no gestures or questions are allowed from participants (one way communication)
3. Participants attempt to draw the figure as it is described by the trainer
4. Participants show their drawings to the group. They discuss how they drew what they heard described
5. Trainers show the original copy of the figure
6. The exercise is repeated in the same manner with the exception that participants are allowed to ask questions (two way communication)
7. Based upon improved communication the drawings should resemble the original figure more closely
8. Trainers discuss the impact of improved quality of communication through two way communication
9. Participants discuss how two way communication might be used in their family, job, and social situations.

Rumor Clinic

1. Participants are seated in a circle
2. Trainers decide upon the statement to be passed from participant to participant
3. Statement is whispered to the first participant by a trainer
5. Participants are not allowed to repeat the statement a second time
6. The last participant to hear the rumor repeats it aloud to the entire group
7. Group members discuss how much and in what ways the information has changed as it passed from person to person
8. Trainer may relate the game to real situation in the workplace. Discuss the need to go to the source of information and ask questions to clarify rather than depending on office gossip.

Session Five

Mid-Program Evaluation and Introduction to Nontraditional Careers

Session Five

Mid Program Evaluation and Introduction to Nontraditional Careers

1:00 - 2:00	Small Group	Evaluation
2:00 - 3:30	Large Group	Introduction to non-traditional jobs 1. Film: "Hard Working Women" 1 (See appendix for ordering information.) 2. Role Models: Women employed in nontraditional jobs

Session Five

Mid-Program Evaluation and Introduction to Nontraditional Careers

Objectives

Assess the learning value to the participant of the various parts of the program.
Obtain feedback from the participants at the mid-point of the training program.
Explore nontraditional jobs.

Activity

The mid-session program evaluation is administered in the small group setting where participants can feel free to express themselves and ask questions. The mid-session evaluation form requires participants to rate each activity (orientation session, small group sessions, keeping the diary, etc.) on a scale from 1 to 5. The open-ended questions on the form ask which activities should be eliminated, decreased or increased. The last question on the evaluation asks for a rating of the total program on a scale of A to F.

Upon completion of the mid-program evaluation have the participants assemble in the large group setting. First, show the film "New Careers—Five Nontraditional Jobs" which featues Black workers who have achieved success in unusual occupations. After showing the film have participants discuss the implications of the film.

Invite role models for the final portion of the session. Select role models with backgrounds similar to most of the participants. Center the discussion on how the role models overcame personal problems and educational deficiencies to obtain their present career goal.

Mid-Session Evaluation

Session Five

Group No. _____ Date _____

Please rate the following activities on their value for your learning. Circle 5 if you learned a lot or found the activity very useful, 4 if you found it useful, etc. down to 1 if you did not learn anything from it.

ACTIVITIES:	Little Value				Great Value
1. Orientation	1	2	3	4	5
2. Attitude Assessment	1	2	3	4	5
3. Small Group Session—Tuesday	1	2	3	4	5
4. Small Group Session—Thursday	1	2	3	4	5
5. Wednesday Health Session	1	2	3	4	5
6. Keeping the Diary	1	2	3	4	5
7. Keeping the Clippings	1	2	3	4	5

Please write answers to the following question:

1. What activity would you like to have eliminated?
   Why?
2. What activity would you decrease?
   Why?
3. What activity would you increase?
   Why?
4. What overall rating would you give the total session at this midpoint?
   Circle one: A B C D F

Session Six

Problem Solving: Personal and Job Related

Session Six

Problem Solving: Personal and Job Related

1:00 - 2:30	Large Group	Lecture
2:30 - 3:30	Small Group	Practicing steps in Problem Solving

Session Six

Problem Solving: Personal and Job Related

Objectives

Study and practice the technique of problem solving
Explore community resources available to meet needs
Analyze the life story presented by the role model for examples of ineffective problem-solving techniques

Activity

Begin this session in large group format with a lecture on the importance of knowing how to solve problems through the effective use of available resources. Have one of the trainers present a lecture on "Community Resources Useful in Problem Solving". This lecture utilizes an adaptation of Maslow's triangle to illustrate an individual's progress toward the goal of self-actualization thruogh effective problem solving. Participants also should be given an "Outline of Community Resources" and a paper detailing Steps in the Problem Solving Process. These resource papers will assist them in completing the problem solving exercises. Participants then should enter into the small group formation to practice the technique of problem solving using job related situations actually experienced by various members of the group.

The Outline of Community Resources is used to stimulate participant's exploration of their community —to explain and thereby demythify the roles of community agencies. The community resource information also helps broaden the transitional women's expectations concerning the types of support that would be available while they engage in their personal problem solving. During the exercise, the women should refer to these resources while addressing their problems.

"Steps in the Problem Solving Process" also can become a valuable resource during the problem solving exercise. The step by step approach helps the women understand that they must work through a problem, not only react to it. During the last portion of this session review the presentation made by the role models during session five.

During their discussion in the model training program, the women discovered that many of the role model's problems were caused, and in some cases magnified, by poor decision making and a lack of problem solving skills. For many of the women, this discovery became a most graphic illustration of their own ability to influence success and determine what their own quality of life will be. The women identified which problem solving techniques were ineffective and suggested more effective methods, often referring to the information provided in the handouts.

Variations in Response to the Session

1. For many, it was the first time they had ever been able to clearly clarify the sources of problems in their lives.
2. The adaption of Maslow's Triangle became an especially effective tool. This instrument clearly illustrated that individuals can chart the path of their progress toward goals. In addition, the women acknowledged an understanding of the interrelationship between motivation, direction and goal attainment.

Steps In The Problem Solving Process
by
Margaret Y. Rowley

All of us solve many problems in the course of a life time. In fact, we make decisions daily without even being aware of the process involved. However, there are times when we are faced with major problems that demand decisions which may affect the whole course of our lives. Solving problems, large or small, requires effective decision making and use of a problem-solving process.

The series of steps described below usually are involved in problem solving yet they do not always occur in the order in which they are listed nor are they always easily recognized. However, if we are aware of what should be involved in the process, we can check our own behavior when faced with the necessity to solve a problem.*

The first step is to identify the problem; what at first appears to be the problem may not be, or it may be only partly the problem. The more we are able to pin-point the problem the better chance we have of solving it. For example: Is my problem I cannot work because I have small children (which, of course, I cannot get rid of), or is the problem I do not know how to provide care for the children while I work (which can be done with careful planning.) Some decisions that must be made in planning the care of the children are: should I put them in nursery school or hire a sitter, or leave them with a relative? Do I really want to work and let someone else care for the children? Will I make enough to pay for child care or should I stay home and receive financial aid?

*The example we will use here is one of a mother who must decide whether or not to return to work.

The next step requires us to seek resources to aid in solving the problem. Where can I go to get a list of suitable nursery schools? Who can help me find available sitters? Where can I discuss the relative

merit of working and entrusting the care of children to others or staying at home? Where do I find a list of employment situations which will fit my schedule?

The third step is for possible alternative solutions to be tested against the realities of the situation. One possible solution is to put the children in nursery school, but I will not earn enough to make this worthwhile. I could hire a baby sitter for less than it would cost me to put the children in the nursery, but I am afraid that they would not be well cared for by an inexperienced person.

Another solution is to look for a night job and ask a relative to stay with the children while they sleep. This would give the relative a free place to stay and enable her to save more money from her daytime job. While, at the same time, it would free me up to work and relieve me of the high cost of baby sitters and nursery schools. I could stay home, but, then I would not have the money I need. Also, I would not get the satisfaction that I enjoy from being able to perform on a job.

Fourth, select the best solution and try it out. A decision is not final and unchangeable. I will try out the solution for a given period of time and if it is not satisfactory I will reconsider without berating myself or feeling stupid. I will accept responsibility for my decision. But, I will also accept responsibility for changing a decision when it becomes necessary to do so.

Lecture—Community Resources Useful in Problem Solving

Resource—Something that lies ready for use or can be drawn upon for aid in emergency measures—ability to deal effectively with problems.

Forms of Resources:

Services—child care, employment service, public health clinics, church counseling,

Materials—library, schools and universities, community food banks

People—public health personnel, social workers

Agencies—Young Woman's Christian Association, Department of Family and Children's Services, social security, unemployment, United Way referral service.

Resources Made Available to Group:

Training session provided by WISE

Transportation for women and children

Stipend

New information provided by resource people—guest speakers

Learning materials—daily handouts and exercises

All of the resources listed above relate to a special problem experienced by each member of this group—the need for education credentials (such as the General Education Development (GED), Diploma and further training to prepare to find and keep better jobs.

This problem has been defined as a group problem because most members of this group have the same need. Although it is a group problem, each of you will approach the solution in different ways (individual decision-making to meet individual needs) by using various resources to meet your needs.

You have been collecting ideas, gathering a wide range of possibilities—things you can and must do in order to reach your goals. Some of you have decided to put more emphasis on reading, others on writing, and others on listening or setting priorities to pass the GED.

The Maslow triangle (with adaption) was used to show the areas of personal progress and how each step of achievement requires different resources to advance from one level to the next.

Self-actualization

Accomplishment, Development, Utilization of one's potential

Ego needs, self-worth, Self-confidence "Feeling good about self"

Social needs, acceptance, belonging

Security needs, employment, continuing income

Physical needs, quality shelter, air, food, clothing, sleep

One is continually trying to meet some need. How do we cope when we have achieved a step and find we can't go any further because of some breakdown? Use of personal strengths and resources is encouraged.

For most of us, physical needs have been satisfied. We must strive to meet the security needs. In order to provide for the security needs, there may be problems involving role conflict which must be resolved. Once this is accomplished, the next level, the social needs, may be considered. Attention must be paid to both the security and social needs at all times, they need constant attention to remain on a comfortable level. We may need to call our problem solving processes into play in order to keep ourselves on this level. When we are able to maintain ourselves at this level, our ego needs generally are fulfilled. We have then

moved up toward self-actualization. We must receive constant nurturing, that is provide for our own personal growth and self development before we reach the stage of self-actualization. When we do not accomplish, we do not fulfill our potential and therefore do not experience self-actualization.

Session Seven

Sexual Harrassment: Barrier to Women's Career Development

Session Seven

Sexual Harrassment: Barrier to Women's Career Development

1:00 - 3:30	Large Group	Sexual Harassment and Other Barriers to Women's Career Development

Session Seven

Sexual Harrassment: Barrier to Women's Career Development

Objectives

Define the various forms of sexual harrassment

Discuss remedies for sexual harassment—legal and otherwise

Explore ways of handling sexual harassment in a job situation

Contribute to the development of a good self-image by recounting how the Black woman has survived harassments from 1619 to the present

Activity

The activity takes place in large group format. Have information on sexual harassment presented by a person who is knowledgeable of harrassment issues. Use the developmental approach during which questions can be received at any point. Ask the lecturer to review the plight of the Black woman with emphasis on sexual harassment from colonial times to the present. In the training program model one employer used historical examples, and statistics, tabulated as a result of a 1975 Survey (by Working Women United Institute in New York,) and present day incidents to evoke the participant's curiosity, and establish a sense of pride and determination to succeed.

The speaker also described the issue of sexual harassment as a newly emerging issue, although women have experienced this type of abuse for many years. Women have been reluctant to report incidences because of the stigma attached to sexual harassment which says that the woman, somehow, was at fault.

In addition to the above, the speaker also discussed the physical and emotional effects that sexual harassment has on a working woman. These include the facts that sexual harassment:

1. creates an intolerable and stressful working condition hazardous to a woman's mental and physical health
2. contributes to the cycle of women's unemployment and poverty by forcing women to leave their jobs.
3. Causes women to lose deserved promotions or face dismissal when they decline to submit to sexual demands.
4. heightens the role conflict working women experience as it inhibits the growth of women's identity as workers.

It was further explained that women hit hardest by sexual harassment are women in poorly paid positions who cannot afford to resign from their jobs and who cannot afford the cost of lengthy and expensive court cases. Despite this fact, women are becoming more vocal in speaking out against sexual harassment and litigation under the protection of Title VII of the Civil Rights Act of 1964 is increasingly more common. The speaker then outlined steps which women can take as remedies, including reasoning with the person or persons involved, filing criminal charges, filing grievances through paper channels at the workplace, or filing a complaint with the United States Equal Employment Opportunity Commission.

Preliminary Survey Results

1. Sexual harassment is widespread.
   Seventy percent of the women sampled had experienced it at least once.
2. Women from all ages, marital statuses, job categories and pay ranges experience sexual harassment on the job.
   It's victims include teachers, factory workers, professionals, waitresses, clerical workers, executives, domestics, and others.
   There is some indication that waitresses and clerical workers are more likely to be harassed than women in other job categories.
3. Most sexual harassment—91%—is verbal, although 56% of the instances included various forms of physical harassment.
   Women with lower salaries are more likely to experience physical harassment (median income of $92/week contrasted with $121 week for those whose harassment was purely verbal).
4. If sexual harassment is ignored, it does not stop;
   In 75% of the cases where the woman ignored the behavior it continued or got worse.
5. Women workers are penalized for not responding positively to sexual advances on their jobs.
   One-fourth of the women who ignored the sexual advances were punished with actions including unwarranted reprimands, sabatoge of their work and other forms of harassment.
6. Most women do not make formal complaints about sexual harassment;
   Only 18% complained about sexual harassment through established channels.
   The most common reasons women gave for not using these established channels were that they believed: (1) nothing would be done, 52%; (2) it would be treated lightly or they would be ridiculed, 43%; (3) they would be blamed or there would be some repercussions, 30%.

7. Of those cases where the victim complained through established channels, no action was taken in over one-half of the cases.	—The Working Women United Institute, New York, May, 1975 (cited in Committee on the Status of Women, 1980)

Reference: The Working Women United Institute, New York, May, 1975 (cited in Committee on the Status of Women, 1980).

Session Eight

Employer's Visit

Session Eight

Employer's Visit

1:00 - 3:30	Large Group	A. Employers Presentation B. Techniques 1. Expressing "Gripes" on cards (employee-employer gripes) 2. Employer Presentation C. Hand out—"Fifty Ways to Avoid Being Hired"

Session Eight

Employers' Visit

Objectives

Provide reality testing through direct conversation in a supportive atmosphere between employer and participants as potential employees

Prepare participants for the job interview by sensitizing them to the interview process as experienced by the employer as well as the employee

Emphasize the importance of knowing the job etiquette required to both obtain and hold a job

Expose participants as potential employees to two models of job supervisors with whom they will most likely be working—Black woman and White male

Activity

This activity takes place in the large group format. Participants should work with a partner during exercises such as those for practicing job interview techniques. This partnership provides an opportunity for participants to interact directly with persons not in their intimate groups and serves as a learning experience in relating to new people in positive ways.

Ask participants and employers to list gripes that each has against the other on 3 x 5 cards. Collect the cards, have them read aloud by a staff member and listed on a visual aid by another. The list will usually indicate several areas of conflict common to both employers and employees, for example, giving and receiving directions, conflicts over job expectations and duties, differing concepts of the importance of time. In the program model, lively discussion by employers and participants ensued. This discussion highlighted the significance of role and role conflict, communication and decision making in efficient job relationships.

The interview technique is done in the form of role-play in which each participant has the experience of being employer in one enactment and employee seeking the job in a second enactment. The total group's division into small groups may be achieved by a random count off. Within each group designate three participants as employers and three as prospective employees. All participants receive written briefings on the positions to be filled. The three persons designated as employers in each of the groups of six "buzz" together for 10 minutes to draw up qualifications and questions to be asked in the interview. Meanwhile, the prospective employers "buzz" on how to prepare themselves for the interview. The three employers then interview each of the prospective employees and select the applicant deemed most suitable for the job. The process is then reversed with a new briefing being distributed and employers playing the role of job seekers. In the program model because thirty-six women participated in the exercise, six sets of employer-job seekers interviews took place in various areas of the building simultaneously.

Use the last 45 minutes of the session back in the large group where each of the groups report on their experiences and critique the process. Playing the role of employer apparently causes participants to appreciate more the need to be prepared for the job interview by anticipating behaviors and skills sought.

As a summary reminder of what behaviors are acceptable on the job, a handout, "Fifty Ways to Avoid Being Hired" should be distributed to participants for their notebooks.

Session Eight

Some Gripes Expressed by Employees Against Employers

They tell me to do something else when I'm not finished with what I've started

He has his family in the way when I'm working

Some of them disrespect you, but they want all of the respect

They look at you as if you're a wild animal.

They stand behind you when you are working

They tell you to do other people's jobs

Being told to do something that is not a part of your responsibilities

I'm told to do overtime but don't get paid for it

Some of them have bad attitudes

Some of them report late for work

I'm hired to do one particular job but end up doing a variety of other jobs

Some individuals want to do all the talking and never let you speak

They mistake me for someone else

I'm often rushed by the person in charge

The person in charge tries to become intimately involved or friendly with the student

The bosses always think that every Black woman is a sex object

You get paid for one thing and they want you to do another

When they can't get next to you they will always pick on you until they get you off the job.

Other workers or employees trying to tell you how to do your job or when to do it or how they want you to do it so the boss can get on you or fire you or so they can have it just they way they want it, or just keep telling the boss things to make you want to quit the job

The boss doesn't keep supplies on hand to work with

Session Eight

Some Gripes Expressed by Employers Against Employees

— Late for appointments (do not listen to reason)
— Rudeness (if hiring a professional we are less tolerant)
— Negative attitude, complaining
— Chip on shoulder attitude (relates to employer's attitude favoring a cooperative philosophy)

Session Eight

Fifty Ways to Avoid Being Hired

A study reported by "Future Occupations" lists 50 reasons given by employers for failing to hire people. How do you rate yourself? If any of these apply to you, now is the time to try to correct yourself. Remember, YOUR FUTURE may depend upon how you impress a person when you apply for a job.

1. Poor personal appearance
2. Overbearing, overagressive, conceited, superiority complex, "know-it-all"
3. Inability to express oneself clearly, poor voice, diction, grammer
4. Lack of planning for career, no purpose and goals
5. Lack of interest and enthusiasm, passive, indifferent
6. Lack of confidence and poise, nervousness, ill at ease
7. Failure to participate in activities
8. Overemphasis on money, interested only in best dollar offer
9. Poor scholastic record, just got by
10. Unwilling to start at the bottom, expects too much too soon
11. Makes excuses, evasive, hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy, ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Failure to look interviewer in the eye
20. Limp, fishy handshake
21. Indecision
22. Loafs during vacations, lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application form
26. Merely shopping around
27. Desire for job only for short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decision for one
31. No interest in company or in industry
32. Emphasis on whom one knows
33. Unwillingness to go where sent
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant, strong prejudices
38. Narrow interests
39. Spends too much time at motion pictures
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the variety of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High-pressure type
50. Indefinite response to questions

The following is a list of traits found to be desirable by personnel interviewers in job applicants.

1. Likable and cooperative
2. Neat appearance and poise
3. Enthusiasm
4. Alertness
5. Tact and verbal fluency
6. Curiosity and imagination
7. Quick, accurate judgements
8. Good English usage

Session Nine

Role Models for Nontraditional Careers

Session Nine

Role Models for Nontraditional Careers

1:00 - 3:00	Large Group	Role Models for Nontraditional Careers A. Role Model in Career Choices—Lecture B. Film: "Celebration of Life" C. Pilot in charge of Careers in Aviation (Atlanta Negro Airman Flying Company—ANAFCO)

Session Nine

Role Models for Nontraditional Careers

Objectives

Examine the importance of role models in career choices

Introduce the concept of role models

Explore ways that role models influence personal decision making

Activity

Activities take place in the large group. A lecture/discussion can be led by a consultant with skills as a counselor on the importance of role models in career planning to set the framework for other activities. Have the counselor open the discussion with an exercise to illustrate the relevance of role models (persons one aspires to be like) and mentors (more experienced persons who can help less experienced persons with career acheivement).

Participants examine the impact of their roles as models for their own young children. This process involves asking the participants to cite examples of their children's behaviors that resemble their own. Then, through extensive dialogue, note if they correlate the behaviors of their children with specific examples of their own behavior that has been modeled before their children. The children learned these behaviors from imitating important persons in their lives—their mothers. Use of charts illustrating learning through association and imitation, and enthusiastic dialogue with the facilitator and three observing trainers will help the participants better understand the relevance of role models, mentors, and networking in career planning and achievement. Use the handout "Using Role Models for Career Success" to further explore the idea of role models. Introduce the concept of affirmations used to reinforce self-worth by defining then discussing and practicing the concept.

Variations of Responses to Session

The women were reminded by the counselor that adults, unlike children, have the maturity to select associates, mentors, and role models who will influence their lives positively. Participants agreed that they can choose friends who are "doing something" with their lives and that this type of friendship is more likely to motivate them to use more of their own learning potential.

In the training program model, the counselor illustrated her remarks by sharing with participants the influence that one of the older staff members with the Human Relations Program had exerted on the speaker when she was a youngster attending a local YWCA, Y teen program. She illustrated with "stories of back when" and with 20-year-old photographs of herself with the staff member.

As is typical for narrative demonstrations, the events of this part of the session stimulated the participants to high levels of interest and enthusiasm. For fifteen minutes or longer, they asked questions about the relationship between the speaker and her mentor. Finally, they ended the session with an invitation for participants to identify their own role models.

Session Nine

Using Role Models for Career Success

We have talked about role and role conflict, and we have had role models visit our group. Today I would like to spend a few minutes reflecting on the relationship between role models and career success. Before I share my ideas, I'd like to ask you some questions to lay the ground work for our discussion.

1. How many of you have children?
2. How many watch them play?
3. Do they play pretend games sometimes?
4. When they play pretend games, whom to they imitate?
5. Do they ever pretend to be mothers?
6. Do they do "a good job" of imitating?
7. How do you think they learned this?
8. Are you always pleased with what you see?
9. Do you have the power to change their behaviors?
10. How would you change them?
11. If you changed the way you behaved in their presence, would they change their behaviors?

Some people, like Albert Bandura, who spend many years of their lives studying ways that children learn would say that you can change your child's behavior by changing your own. Change the way you talk to your child and the way you act in the child's presence and your child will change too. You are your child's role model.

Discuss:

Role modeling examples from Bandura's studies.

How does all this apply to you? What does it have to do with insuring success in your lives?

Dr. Lawrence Johnson of Howard University's School of Business and leader of community programs to train women for work, feels that adults also learn from role models. Adults have the ability to select their own role models and to absorb specific information shared by them. Adults can choose to use that which will assist them with solving problems or making decisions. They can take the positive and leave the negative. Role models can serve as a resource for firsthand occupation or career information.

Role models can serve as models of effective communications for getting and keeping a job.

Successful people are the best role models. They have more information about what it takes to be successful and they will exhibit more of the kinds of behaviors and attitudes which lead to success.

Who are successful people?
Are they people who make the most money?
Are they people with the most prestigious jobs?
Not always!

Dr. Johnson feels that they are people who set and reach their life goals.

Successful people tend to have a particular set of traits. According to Dr. Gwen Lacy of Howard University's School of Business they tend to:

1. understand themselves
2. believe in their abilities to perform; self-confident
3. understand others and can motivate others
4. always have a plan
5. communicate in ways that result in positive consequences; assertive (A person with this characteristic would think before speaking; she would evaluate the consequences of her statements before making them.)
6. avoid proscrastination; self-disciplined
7. create circumstances; avoid becoming victims
8. take risks;
9. stick to it; (a winner never quits, a quitter never wins.)

All of us have role models who influence our lives. Our attitudes and what we believe to be truths are influenced by our parents, peers, people in our religious organizations, schools, and by the media.

Unlike our children who look to us as models, we are adults with the ability to choose models to guide our lives.

I would like for you to meet a few of my role models (discuss relationships):

Clara
Margaret
Lena
Barbara
— Founding minister of Hillside
— Trainer of other ministries
— Representative of the City of Atlanta across the country and the world

Barbara is a very positive person who has overcome some tremendous barriers. She is a great motivator who believes that people have tremendous amounts of creative potential that frequently is not used. When she talks about believing in yourself, she motivates me to get out there and to work toward my goals. She has led me to feel that I am a person of worth. It is through Barbara that I learned to use affirmations to reinforce my sense of self-worth.

I am worth something, or, as Jessie Jackson would say, "I am somebody." I affirm this worth and my future desires through words—verbally, in writing as well as through pictures.

I would like to share some of my affirmations with you.

I think of myself in positive ways:

I am order
I am great
I am imagination
I am competent
I am prosperity

I know that I have the power within me to be what I want to be!

(Allow the group to participate by affirming the above. Use "I" then "YOU" then "WE").

I have set priorities and time frames for achieving my goals.

I read and affirm positive thoughts and language and extinguish the negative power of people around me.

Session Ten

Evaluation and Planning Follow-up

Session Ten

Evaluation and Planning Follow-up

1:00 - 2:30	Small Group	Evaluation and Planning Follow-up A. Evaluation: 5:30 - 6:30 p.m.
2:30 - 3:30	Large Group	B. Decision making for follow-up: 6:30 - 7:15 p.m. C. Housekeeping: 7:15 to 8:00 p.m.

Session Ten

Evaluation and Planning Follow-up

Objectives

Have participants evaluate the program individually and in large group setting

Plan follow-up sessions

Practice the technique of decision making in large group setting

Reinforce the climate of support and comaraderie developed during the program

Activity

Evaluation begins as an individual activity conducted in the small group format where participants have developed rapport and feel free to express themselves. Administer the Participant Post-Program Final Evaluation and the Human Relations Training Attitude Assessment Test. In the first instrument, participants rate the program parts from 1 to 5, according to their learning value; agreed or disagreed with statements denoting changes of attitude, behavior and self-knowledge; rate staff, speakers and the total program; and write in open-ended comments on the total program. The second instrument, the attitude assessment test, initially administered prior to training is re-administered to document changes resulting from participation in the program.

Conduct the closing session in a large group. Ask participants to express their reactions to the total 10-day experience in one word expressed voluntarily in chorus. To overcome a reluctance to end the session and to facilitate departure on a note of camaraderie, have participants form a circle, holding hands and speaking to the persons on each side. Then close circle to form a "group hug" of participants and staff.

Variations of Responses to Session

Results from the first instrument were tabulated in each of the small groups and shared in the large group in free discussion format. Tabulated results of this assessment can be found in the Appendix section of the *Transitional Black Women's Model Program Narrative*. Included in this discussion was an expressed desire for "more of the program." This desire led smoothly to making plans for follow-up training, including the opportunity to review and practice the process of group decision making by:

stating the problem
clarifying the problem
utilizing resources
suggesting alternative solutions
choosing by consensus
testing for committment
providing for evaluation.

Session Ten

Human Relations Training Attitude Assessment

Group No. _____ Date _____

Part A.

Instructions: Indicate by circling the number below each statement whether you agree fully, agree somewhat, disagree somewhat or disagree fully with the items listed below.

Agree fully	Agree somewhat	Disagree somewhat	Disagree fully
1	2	3	4

1. How a person treats others results from experiences and cannot be changed.
   1 2 3 4
2. One who has not finished high school cannot be a leader.
   1 2 3 4
3. Once a decision has been made, to change it is a sign of weakness.
   1 2 3 4
4. Changing one's behavior to fit in with the desires of others is always a sign of weakness.
   1 2 3 4
5. I do not have much of a chance for success because my parents were uneducated.
   1 2 3 4
6. You get ahead in life depending upon whom you know.
   1 2 3 4
7. Good job opportunities are not available to me because I am a woman.
   1 2 3 4
8. Mothers of children under 12 years should not work because they are needed at home.
   1 2 3 4
9. Women do not make good managers because they change their minds too frequently.
   1 2 3 4
10. Women do not make good workers because they are often absent because of illness.
    1 2 3 4
11. The thing to do when you are unhappy in a situation, job or relationship is to get out of it immediately.
    1 2 3 4
12. I do not like to associate with people who are different from me because it is too difficult to understand them.
    1 2 3 4
13. Only women with college degrees can get well paying, interesting jobs.
    1 2 3 4
14. I do not have a communications problem because I tell people what I think.
    1 2 3 4

15. I feel uncomfortable working in a situation where most of the other workers are males.
    1 2 3 4

16. My troubles on the job occur because I am a woman.
    1 2 3 4

17. Men supervisors are usually easier to work for than women supervisors.
    1 2 3 4

18. I would feel uncomfortable being a supervisor of men.
    1 2 3 4

19. When a supervisor and an employee disagree, the employee must give in or leave or be fired.
    1 2 3 4

20. Women's jobs and men's jobs should be clearly distinguished.
    1 2 3 4

21. I would not like to work on a job that is usually done by a man.
    1 2 3 4

22. I do not like to see men working in jobs generally filled by women.
    1 2 3 4

23. When a supervisor asks you to perform duties which you do not consider part of your job, it is time to confront the supervisor and leave.
    1 2 3 4

24. A woman who seeks a job generally held by a man is taking that job away from a man and causing difficulties for men.
    1 2 3 4

25. I sometimes have difficulties on the job because I do not understand what I am supposed to do.
    1 2 3 4

26. I sometimes have trouble keeping a job because the supervisor is not clear as to what my duties are.
    1 2 3 4

27. I feel that I can get along with most people whether or not I like them.
    1 2 3 4

28. I do not have a communications problem because I tell people how I feel.
    1 2 3 4

Part B

Complete the following statements:

29. I could perform better on the job if I had _____

_____

_____

30. I could perform better on the job if I knew _____

_____

_____

31. I could move up faster on the job if I were _____

_____

_____

Session Ten

Participant Program Final Evaluation

Group No. _____ Date _____

Please rate the following parts of the program on their values for your learning. Circle 5 if you thought the program had great value, 4 if you found it of value, down to 1 if you did not learn anything or found it to have little value.

PROGRAM PARTS:	Little value				Great value
1. Attitude assessments	1	2	3	4	5
2. Small group sessions	1	2	3	4	5
3. Women's health issues	1	2	3	4	5
4. Role model	1	2	3	4	5
5. Session on community resources	1	2	3	4	5
6. Session on historical role of Black women and sexual harassment	1	2	3	4	5
7. Employers' visit	1	2	3	4	5
8. Session on role model in career choices	1	2	3	4	5

Part II.

Listed below are some of the ways in which this program may have helped, affected, or changed you. Please state your agreement or disagreement with each by circling 1 if you agree fully, 2 if you agree somewhat, 3 if you disagree somewhat, and 4 if you disagree fully.

agree fully	agree somewhat	disagree somewhat	disagree fully
1	2	3	4

1. Changed some of my attitudes.
   1 2 3 4
2. Caused me to think about my values.
   1 2 3 4
3. Gave me new information that will be helpful to me.
   1 2 3 4
4. Made me feel better about myself.
   1 2 3 4
5. Increased my desire to continue my education and get the GED or other training.
   1 2 3 4
6. Caused me to think about jobs or careers I had not thought about before.
   1 2 3 4
7. Made me more willing to talk in a group.
   1 2 3 4

8. Made me more aware of my strengths.
   1 2 3 4

9. Made me more aware of my weaknesses.
   1 2 3 4

10. Helped me look at myself in ways I hadn't done before.
    1 2 3 4

11. Helped me be aware of others in a way I hadn't been before.
    1 2 3 4

12. Increased my desire to better myself.
    1 2 3 4

13. Made me feel more important as a person.
    1 2 3 4

14. Let me know that there are people who care about me.
    1 2 3 4

15. Helped me to understand how people working together can support (help and comfort) one another.
    1 2 3 4

16. Caused me to think about how I can improve my chances for getting and keeping a job.
    1 2 3 4

17. Helped me to understand better the reasons for conflict on a job.
    1 2 3 4

18. Gave me some useful ways of avoiding or handling conflicts on the job.
    1 2 3 4

19. Introduced me to new friends who can help me fulfill my social needs.
    1 2 3 4

20. Introduced me to persons who may aid me in my search for employment.
    1 2 3 4

21. Caused me to be more aware of the need to get learning experiences for my children (answer this only if you are a mother).
    1 2 3 4

Part III.

Please answer the following questions by placing an X next to the word which best describes your feelings.

1. Generally, the speakers in the large group meeting were
   _____ excellent _____ good _____ fair _____ poor
2. The trainer in my Small Group was
   _____ excellent _____ good _____ fair _____ poor
3. Overall, I would rate the total program as
   _____ excellent _____ good _____ fair _____ poor

Please write below any general comments that you would like to make concerning the program.

Trainer's Daily Report

Date _____

Group No. _____ Trainer _____

Total No. of participants _____

No. of participants present _____

No. of participants absent _____

Reasons for absence _____

_____

No. of participants tardy _____

Reasons for tardiness _____

_____

Main themes of the discussion:

Skills, exercises and/or techniques used:

Group progress:

Individual progress noted (if applicable):

Trainer Comment:

RECOMMENDATIONS

Recommendations

Recommendations included in the Human Relations Training Program reflect the thinking of the component coordinator and trainers and specialists, as well as the thinking of the external evaluator for the program. The purpose of these recommendations is to assist individuals and institutions interested in replicating the Human Relations Training Program to do so. It is hoped that the changes or modifications made in this section will enable other groups or projects to avoid some of the initial problems experienced by WISE; to benefit from trial and error; and to review program plans and the implementation of strategy.

1. Perspective participants should assist in the pre-training planning process. The time schedule should be convenient for women who have motherly and household duties.
2. Care for pre-school children of participants should be provided if the women are to be free to participate fully in the learning process.
3. Workshop leaders should be persons with human relations training and experience in workshop coordination.
4. Research on transitional women in general and perspective participants in particular should be completed before the program is designed. Information concerning the attitudes, values, and aspirations of the participants as well as their educational background and work experience should be available in order to make the training more responsive to their needs.

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